

Beginning the Professional Discourse:
Incorporating EBLIP concepts and tools into
the LIS curriculum

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Teaching Evidence-Based Practice

- Medical education, starting in UK, Canada
- Social Work, Nursing, Dentistry, Education
- Conference seminars at MLA (Eldredge, 2000)
- Web-based EBL course (MLA, 2007)
- An LIS graduate course UNC-CH (Perryman & Marshall, in Connor, 2007)

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Study Goal

To integrate EBLIP into a LIS curriculum across multiple courses.

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Triangular Approach to the Study

Three courses: C1, C2 and C3

- C1: Master's course in Health Science Librarianship
- C2: Master's course in School Librarianship
- C3: Doctoral course in Education for LIS

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Student Learning Objectives

Upon completion of learning, students will be able to

- Critically examine research literature
- Elevate lower level cognition to higher level systematic cognition
- Depart from the silos of individual professional judgment and move toward objective decision-making affirmed by the evidence of published studies

Characteristics of the Study

Implementation with practicality...

- Three different courses
- Three different instructors
- Master's and doctoral levels
- Required and elective courses
- Online and face-to-face platforms
- Collaborative and individual work
- Independent course design and assessment

The Study Is Modeled After

- Electronic journal club (Smith, 2006)
- UNC-CH Course design model (Perryman & Marshall, in Connor, 2007)
- Reflection on practice (Bain and others, 2002)
- The multipurpose annual report (Farmer, 1990)
- Perryman's Evidence summary template, with criteria modified from Glanzel (1996)
- Collaborative contract (Narahari, 2010)

C1: Health Science Librarianship

- LS 5363 Information Services in the Health Sciences – Introduction to Health Science Librarianship
- Master's level, elective, online platform
- 17 students, including health professionals
- Textbook: Wood's *Introduction to Health Science Librarianship*
- Assignments
 - Collaborative Journal Club
 - Individual research evaluation



C2: School Librarianship

- LS 5333: School Library Media Center
- Master's level, required course for SL certification, online platform
- 41 students in two sections
- Students with school teaching credentials
- Assignments
 - Reflection journal
 - School Annual Report critique
 - Evidence-based School Annual Report



C3: Education in LIS

- LS 6013 Education for Librarianship
- Doctoral level, required course, face-to-face platform
- 14 students with MLS and library experience
- Assignment:
 - Evidence Summaries of LIS Education literature



Instructional Methods for the Study

- Readings and lectures on EBP
- Templates and guidelines for assignments
- EB analysis of literature in subject areas
- Evaluation of existing EB practice
- Applying EBP in classroom practice
- Mid-term formative course assessment

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Mid-term Survey: C1

- Familiarity with EBLIP but not EBP in medicine and health sciences
- Little prior coursework or practice in EBLIP
- Readings and assignments help understanding
- Strong intent to practice EBLIP
- No clear appreciation for team work
- Perception of no problem in applying EBLIP



Findings C1:

- Matching experts and novice in collaborative work
- Summary Rubric provides consistency in learning
- Inadequate understanding of research methods, team work
- Inadequate understanding of practice
- Quality of work improved throughout learning



Assessment C1: Learning Outcomes

- Discomfort in collaborative work
- Difficulty differentiating research from non-research literature
- Uneven levels of skill and comfort in writing and reasoning
- Need for critical evaluation tools to LIS research literature



Mid-term Survey: C2

- Weak prior conceptual base of EBP
- C2 contributed to understanding
 - Readings, work products, discussions
- Intent to implement EBP
 - Seek out empirical research literature
 - Incorporate local evidence to inform practice
 - Share EBP with library stakeholders

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Findings C2: Reflection Journal

- Low exposure to EBP applied in libraries
- Recognition of EBP supporting the contributions of school libraries
- Lack of awareness among stakeholders of EBP value to school libraries and librarians
- Need for local data to support the connection between library programs and student learning
- Need to use EBP to secure funding and support

Assessment C2: Learning Outcomes

- All students able to clarify library missions
- 3/4 students able to connect local library program data with student learning
- 2/3 of students failed to cite empirical research literature in their work products
- Students understand use of EBLIP in annual reporting; though not fully comfortable using it
- EBLIP is hard; data hard to find

Mid-term Survey: C3

- Some familiarity, little use
- Perception that EBLIP is important
- Readings and lectures helpful
- Evidence summaries hard to do
- Intent to use EBLIP in the future

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Findings C3: Evidence Summaries

- Quality of evidence summaries dependent on knowledge of research methods
- Some difficulty distinguishing opinion/review from empirical research
- Need to adjust Template criteria for non-health areas
- Skills to generate big picture view from evidence summaries

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Assessment C3: Learning Outcomes

- Most students able to summarize evidence from empirical research
- Inadequate depth in analysis of evidence summaries
- Most students failed to use EBLIP for later assignments in C3

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Common Findings

- Inadequate prior exposure to EBLIP
- Appreciation for importance of EBLIP
- Valuable classroom practice
- Inconsistent EBLIP application to later assignments
 - Knowing and doing are two different things
- Failure to connect EBLIP to all aspects of practice

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Problematic Assumptions of Student Learning (Leckie, 1996)

- Research paper assignment
- Research process and authority
- Scholarly literature
- Critical thinking
- Scholarly information seeking skills
- Role of libraries and librarians
- Class exercise and field practice

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Conclusions

- EBLIP is still at research stage
- Gap between research and practice
 - heavy reliance of casually devised data from practice for decision making
- Inadequate integration by faculty
- Assumptions of student learning
 - Prior knowledge
 - Research methodology
 - Ability to evaluate research results
 - Ability to integrate EBLIP in practice



Cochrane Collaboration as a Teaching and Learning Tool

- How appraisal is done
- To what extent meta-analysis can be applied to practice
- Use of local data in EBLIP

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Everything we do in a classroom is about something that happens outside the classroom.

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Thank you. Questions?



Are You My Mother? by P.D. Eastman (1960)